



Follow-through Inspection Report

Sandy Road Day Nursery

JUNE 2011

1. The Inspection

Her Majesty's Inspectorate of Education HMIE published a report on standards and quality in Sandy Road Day Nursery in April 2009 following their inspection of the school in February 2009. Working with the education authority, the establishment prepared an action plan indicating how they would address the main points for action identified in the original report.

This follow-through report details the progress that the establishment and the education authority have made in addressing the main points for action in the original report.

2. Continuous Improvement

The day nursery continues to be committed to continuous improvement. All staff have demonstrated a willingness to address the areas identified for improvement from the inspection report. The staff have received training through visits to other establishments to see good practice and have been supported by the Education Improvement Service with the implementation of the action plan.

The head of centre has continued to provide strong leadership and a clear vision. All staff have worked together to review and revise aspects of the curriculum, and to develop and share good practice.

The day nursery is an accredited Health Promoting establishment as well as being a Smile Too establishment. It has achieved a Diamond 2 award for enterprise. The day nursery has also been successfully involved with the Making Choices programme with Notre Dame High School and Langside College.

Children are progressing well in all areas of their development and learning. They are well supported by the staff team. Their progress is monitored in line with assessment information in order to review the impact of planned learning programmes and curriculum delivery.

3. Progress Towards the Main Points for Action

The initial inspection report identified three main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for children.

Main point for action 1

Continue to develop ways to help children plan and take forward their own learning.

The day nursery with the support of the education authority has made good progress towards meeting this main point for action.

The leadership and staff team discuss children's interests on a weekly basis. This takes place within curricular areas of learning and teaching. Children's interests and knowledge are recorded on mind maps. Staff plan for individuals and small groups using early level experiences and outcomes (CfE). Curriculum information is regularly updated and displayed on Planning Walls.

Children's achievements are discussed at weekly learning meetings and information is shared with parents/carers through individual Learning Profiles. Children have many opportunities to be actively involved in developing their profiles. The day nursery will begin to formally record peer review information as from April 2011, using Achievement Sheets.

Parents/carers are actively involved in their children's learning, for example delivering story-telling sessions, attending planned events, themed workshops and fund-raising events. They are actively involved in their children's transitions within the day nursery. The staff team provide support for parents/carers and children to ensure that individual needs considered during periods of transition. A buddy system is in place and children are responding well to this area of responsibility.

There are daily opportunities (morning and afternoon) for the staff team to meet in their key groups. The leadership team monitor these meetings, and have evidence of key workers making useful observations of individual learning styles. Staff are more aware of children's strengths and areas that may require support.

Main point for action 2

Develop and implement approaches which involve children, parents and staff, to monitor all aspects of the nursery.

The day nursery with the support of the education authority has made good progress towards meeting this main point for action.

Dialogue with children has become an integral element of planning for intended learning and for addressing next steps in learning. The staff team is now more focussed on resourcing curricular areas for intended learning and teaching. Literacy, Numeracy and Health and Wellbeing are the focus for all short-term plans.

The leadership team regularly monitors all play areas. Children's progress in learning is discussed, and changes are implemented as necessary.

All staff have had the opportunity to develop their practice and delivery of Curriculum for Excellence by taking responsibility for developments within Literacy, Numeracy and Health and Wellbeing.

The staff team within the three to five years playroom have recently developed a collaborative piece of work with a peripatetic teacher, focussing on Numeracy and

the promotion of early level experiences and outcomes. This piece of work has been shared with parents/carers.

Parents/carers and children's views are regularly sought through formal and informal meetings, responses to displays and newsletters, and questionnaires.

Main point for action 3

Extend self-evaluation activities to impact fully on learning and teaching.

The day nursery with the support of the education authority has made some progress towards meeting this main point for action.

The staff team now regularly review the quality of learning and teaching at the day nursery. Playroom observations are shared at weekly learning meetings. Children's individual Learning Profiles are updated monthly, and achievement sheets for use with peer assessment are about to be introduced.

Good use has been made of training opportunities and the sharing of good practice by staff. The experience from these activities is shared with the staff team at regular team meetings.

4. Conclusion and Next Steps

Overall the day nursery has made good progress in addressing the recommendations of the HMIE report of April 2009. Over the two years since the original inspection report, a strong staff commitment has led to improvements in the way children are involved in planning their own learning. There is increased involvement in all aspects of the day nursery for parents/carers, children and staff. The commitment of the staff team, highlighted as a particular strength in the original report, has led to improvements in all aspects of the day nursery's life.

The head of centre and the staff team have worked together to progress all aspects of the action plan effectively. The day nursery has used the recommendations as a focus for whole establishment improvement. This has enabled it to move forward effectively and to build on the existing good practice, high standards and high expectations for their children.

The day nursery is well placed to continue to improve.

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